

# New York State School Report Card Comprehensive Information Report

BEDS Code: 58-02-08-02-0003  
 Name: Miller Place High School  
 Principal: Seth Lipshie

Grade Range : 9-12

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	238	250	260
Tenth	240	227	234
Eleventh	188	229	220
Twelfth	209	189	232
Ungraded Secondary	0	0	0
Total K-12 Enrollment	875	895	946

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	13	1.5%	20	2.2%	22	2.3%
Black (Not Hispanic)	5	0.6%	7	0.8%	14	1.5%
Hispanic	6	0.7%	11	1.2%	16	1.7%
White (Not Hispanic)	851	97.3%	857	95.8%	894	94.5%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	24	0
Social Studies Grade 8	0	0	0
English Grade 10	25	23	26
Mathematics Grade 10	22	24	26
Science Grade 10	17	20	22
Social Studies Grade 10	25	22	22

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

### Student Demographics Used To Determine Similar Schools Group

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	15	1.7%	13	1.5%	8	0.9%
Eligible for Free Lunch	9	1.0%	8	0.9%	17	1.8%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.9%		96.1%		95.2%
Student Suspensions	72	8.1%	121	13.8%	83	9.3%

### Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	0.6%	1.1%	0.6%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	105%	98%	98%

### Staff Counts

Staff	2004-05
Total Teachers	60
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	0

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	193	171	210
	Regents Diplomas	142	142	204
	% Regents Diplomas	74%	83%	97%
	Regents Diplomas with Advanced Designation**			119
	% Regents Diplomas with Advanced Designation			57%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	4	11	12
	Regents Diplomas	0	5	10
	% Regents Diplomas	0%	45%	83%
	Regents Diplomas with Advanced Designation**			3
	% Regents Diplomas with Advanced Designation			25%
	IEP Diplomas or Local Certificates	1	4	0
<b>All Students</b>	Total Graduates*	197	182	222
	Regents Diplomas	142	147	214
	% Regents Diplomas	72%	81%	96%
	Regents Diplomas with Advanced Designation**			122
	% Regents Diplomas with Advanced Designation			55%
	IEP Diplomas or Local Certificates	1	4	0

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	143	64	1	0	2	0	0	0
	<b>Percent</b>	68%	30%	0%	0%	1%	0%	0%	0%
<b>Students with Disabilities</b>	<b>Number</b>	5	7	0	0	0	0	0	0
	<b>Percent</b>	42%	58%	0%	0%	0%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	148	71	1	0	2	0	0	0
	<b>Percent</b>	67%	32%	0%	0%	1%	0%	0%	0%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	2		0	0.0%	0	0.0%
	Entered GED Program*	8		12	1.4%	7	0.8%
	Total Noncompleters	10		12	1.4%	7	0.8%
<b>Students with Disabilities</b>	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	3		1	1.3%	4	3.5%
	Total Noncompleters	3		1	1.3%	4	3.5%
<b>All Students</b>	Dropped Out	2	0.2%	0	0.0%	0	0.0%
	Entered GED Program*	11	1.3%	13	1.4%	11	1.2%
	Total Noncompleters	13	1.5%	13	1.4%	11	1.2%

\*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	2	#	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	0	0%	13	92%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	0	0%	6	100%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	9	100%	0	0%
Science	1	#	7	57%	0	0%
Reading	0	0%	3	#	1	#
Writing	0	0%	2	#	2	#
Global Studies	1	#	5	40%	0	0%
U.S. Hist & Gov't	1	#	4	#	1	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	19	84%	11	82%	14	43%
Science	16	44%	9	56%	13	8%
Reading	6	67%	1	#	2	#
Writing	6	67%	2	#	2	#
Global Studies	11	27%	2	#	4	#
U.S. Hist & Gov't	9	44%	0	0%	6	17%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	189	240	221	20	14	27
Number Scoring 55-100	181	232	219	12	12	26
Number Scoring 65-100	180	226	210	11	10	23
Number Scoring 85-100	114	151	110	3	2	2
Percentage of Tested Scoring 55-100	96%	97%	99%	60%	86%	96%
Percentage of Tested Scoring 65-100	95%	94%	95%	55%	71%	85%
Percentage of Tested Scoring 85-100	60%	63%	50%	15%	14%	7%
<b>Mathematics A</b>						
Number Tested	251	284	251	28	22	31
Number Scoring 55-100	212	277	245	14	20	26
Number Scoring 65-100	185	265	239	11	18	23
Number Scoring 85-100	39	81	64	2	2	3
Percentage of Tested Scoring 55-100	84%	98%	98%	50%	91%	84%
Percentage of Tested Scoring 65-100	74%	93%	95%	39%	82%	74%
Percentage of Tested Scoring 85-100	16%	29%	25%	7%	9%	10%
<b>Mathematics B</b>						
Number Tested	0	159	175	0	5	8
Number Scoring 55-100	0	123	127	0	4	5
Number Scoring 65-100	0	103	95	0	4	3
Number Scoring 85-100	0	16	15	0	0	0
Percentage of Tested Scoring 55-100	0%	77%	73%	0%	80%	62%
Percentage of Tested Scoring 65-100	0%	65%	54%	0%	80%	38%
Percentage of Tested Scoring 85-100	0%	10%	9%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	253	226	225	29	17	30
Number Scoring 55-100	241	221	220	21	15	26
Number Scoring 65-100	231	214	210	18	14	21
Number Scoring 85-100	90	88	85	1	3	2
Percentage of Tested Scoring 55-100	95%	98%	98%	72%	88%	87%
Percentage of Tested Scoring 65-100	91%	95%	93%	62%	82%	70%
Percentage of Tested Scoring 85-100	36%	39%	38%	3%	18%	7%
<b>U.S. History and Government</b>						
Number Tested	198	233	210	19	13	27
Number Scoring 55-100	197	226	200	18	13	21
Number Scoring 65-100	189	221	186	14	12	16
Number Scoring 85-100	88	118	118	3	1	9
Percentage of Tested Scoring 55-100	99%	97%	95%	95%	100%	78%
Percentage of Tested Scoring 65-100	95%	95%	89%	74%	92%	59%
Percentage of Tested Scoring 85-100	44%	51%	56%	16%	8%	33%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	203	248	241	27	18	28
Number Scoring 55-100	197	246	231	24	17	21
Number Scoring 65-100	190	237	219	22	14	19
Number Scoring 85-100	66	79	67	1	0	2
Percentage of Tested Scoring 55-100	97%	99%	96%	89%	94%	75%
Percentage of Tested Scoring 65-100	94%	96%	91%	81%	78%	68%
Percentage of Tested Scoring 85-100	33%	32%	28%	4%	0%	7%
<b>Physical Setting/Earth Science</b>						
Number Tested	109	118	172	18	18	34
Number Scoring 55-100	104	105	152	16	16	21
Number Scoring 65-100	95	93	129	13	12	18
Number Scoring 85-100	33	14	18	2	0	0
Percentage of Tested Scoring 55-100	95%	89%	88%	89%	89%	62%
Percentage of Tested Scoring 65-100	87%	79%	75%	72%	67%	53%
Percentage of Tested Scoring 85-100	30%	12%	10%	11%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	201	140	118	5	4	5
Number Scoring 55-100	191	140	114	3	#	4
Number Scoring 65-100	152	119	101	2	#	3
Number Scoring 85-100	15	21	26	0	#	0
Percentage of Tested Scoring 55-100	95%	100%	97%	60%	#	80%
Percentage of Tested Scoring 65-100	76%	85%	86%	40%	#	60%
Percentage of Tested Scoring 85-100	7%	15%	22%	0%	#	0%
<b>Physical Setting/Physics</b>						
Number Tested		72	52		0	1
Number Scoring 55-100		69	50		0	#
Number Scoring 65-100		67	49		0	#
Number Scoring 85-100		13	19		0	#
Percentage of Tested Scoring 55-100		96%	96%		0%	#
Percentage of Tested Scoring 65-100		93%	94%		0%	#
Percentage of Tested Scoring 85-100		18%	37%		0%	#

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	33	31	27	0	0	0
Number Scoring 55-100	32	31	27	0	0	0
Number Scoring 65-100	32	29	27	0	0	0
Number Scoring 85-100	12	12	15	0	0	0
Percentage of Tested Scoring 55-100	97%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	97%	94%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	36%	39%	56%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	39	43	35	0	1	0
Number Scoring 55-100	37	43	34	0	#	0
Number Scoring 65-100	34	41	33	0	#	0
Number Scoring 85-100	20	23	17	0	#	0
Percentage of Tested Scoring 55-100	95%	100%	97%	0%	#	0%
Percentage of Tested Scoring 65-100	87%	95%	94%	0%	#	0%
Percentage of Tested Scoring 85-100	51%	53%	49%	0%	#	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	124	106	124	5	3	1
Number Scoring 55-100	123	106	121	4	#	#
Number Scoring 65-100	122	106	121	4	#	#
Number Scoring 85-100	80	67	75	3	#	#
Percentage of Tested Scoring 55-100	99%	100%	98%	80%	#	#
Percentage of Tested Scoring 65-100	98%	100%	98%	80%	#	#
Percentage of Tested Scoring 85-100	65%	63%	60%	60%	#	#
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form - H)

## New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

### 2001 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	229	229	229	17	17	17	246	246	246
Number Scoring 55–64	1	8	1	2	2	1	3	10	2
Number Scoring 65–84	128	95	100	13	10	13	141	105	113
Number Scoring 85–100	97	123	128	1	1	3	98	124	131
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)



# New York State English as a Second Language Achievement Tests (NYSESLAT)\*

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		6	9		1	1
Beginning		0	0		#	#
Intermediate		0	2		#	#
Advanced		3	5		#	#
Proficient		3	2		#	#
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		6	9		1	1
Beginning		0	0		#	#
Intermediate		0	2		#	#
Advanced		5	5		#	#
Proficient		1	2		#	#

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)